

**The Impact of Using Game Method in the Teaching and Learning of Sirah
among Gifted Students**

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Abstract

This study discusses the teaching and learning of Sirah using a method of game among gifted students at Pusat PERMATApintar™ Negara, Universiti Kebangsaan Malaysia. Previous studies suggest that learning Sirah through the game method is beneficial in teaching and learning of Sirah at school level. However, recent studies in Malaysia found that many teachers have not emphasized this approach in teaching and learning. The objective of the present study is to find out students' perceptions towards the use of game method in learning Sirah. In order to achieve the purpose of this study, a survey study using a set of questionnaire was conducted. The respondents involved were 79 Form Three and Form four students of Kolej PERMATApintar™, Universiti Kebangsaan Malaysia who took the Islamic Education subject. Descriptive analysis was used to analyze the students' scores on the questionnaire. The findings showed that the perception and acceptance of the students on the method of game was very positive and had high interpretation in all of the items. The results of the study proved that teaching and learning of Sirah using the game method helps students to remember the facts easily, improve understanding on the Sirah topics studied, increase students' focus, increase students' motivation, increase students' interest.

Keywords: Islamic education, Sirah, game, gifted students

Introduction

The issues in pedagogy seem never to fade yet every teaching and learning session is unique and different from one teacher to another, or with different groups of students. Tor Geok Hwa (2004) in his survey study stated in the context of teaching and learning history, the problem of remembering facts and describing the fact becomes a common thing in history. So is the fact in the Sirah and the Islamic civilization. Students who are tested with their regular examinations will face problems remembering the facts and describing the facts in the Sirah lines, figures and Islamic civilizations. The use of game method in the process of teaching and learning

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of the Sirah, the character and the Islamic civilization can help students to understand the story of the Sirah, the figure and the Islamic civilization. Teachers should apply all strategies and methods of skill in order to attract students to the lesson (Faridah, 2008) so that teaching objectives are achieved as required and set by the Ministry of Education. Teachers need to think wisely and creatively what appropriate methods are to use and plan and diversify teaching methods according to student needs and situations. In this paper, new innovations used in teaching and learning of Islamic Education involved students with group games, then students will perform various activities in the game. Examples of the Sirah game are *"help the blind"*, *"2 truth 1 lie"*, *toxic box*, *snake dam*, *dream wheel*, *teng teng*, *pac man*, *treasure hunt*, *answer by your non-answer* and many other games. Questions asked are questions related to the Sirah Form Four and the question is a simple and high-level Sirah question in which students need to fully use their minds in solving and responding to the question. With the selection of this game method, teachers can make the teaching and learning session of Islamic Education more interesting and also add students' interest in Islamic Education. Islamic Education teachers also rarely use this method during the teaching and learning process based on previous research findings. Additionally, through this method, students can enhance their thinking creatively and critically and remember the content of the lesson even more in the Sirah of Islamic Education.

Background and Problem Statement

Issues that are often discussed in Islamic education are related to teaching and learning. The question that is often raised is the extent to which approach or method of Islamic Education teaching and learning implemented in schools can attract students to understand, self-assess and subsequently appreciate and practice the teachings of Islam? Similarly, the extent to which the approach or method of teaching and learning Islamic Education provides a vast space for producing critical and creative generation of Muslims and is able to relate the importance of Islamic teaching to wider and more realistic fields in their daily lives? Is it true that Islamic Education teachers are still suppressing the dogmatic and fuzzy approach in their dominant teaching? (Ab. Halim & Nik Mohd Rahimi, 2010).

Many studies have been conducted on the methodology used by Islamic Education teachers. The findings show that many Islamic Education teachers are using conventional methods or passive methods in their teaching in the classroom. Among them, studies conducted by Hatifah (2000), found that lecture method is a method often used in the teaching and learning process of Islamic Education. The results showed that 80% of respondents from Islamic Education teachers stated that

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they often or frequently used the method. The same is true of studies conducted in several states in Malaysia in 2004, suggesting that lecture or lecture methods are the most popular methods used by Islamic education teachers in the classroom (Ab. Halim et al 2002). The results of some studies have shown that many Islamic Education Teachers use passive methods in their teaching in the classroom. This is because the teachers of Islamic Education take the easy way in their teaching and learning or they lack understanding of active teaching methods in Islamic education.

In today's context, a necessary change in the more creative and innovative teaching and learning process needs to be forwarded. Creative and innovative teachers play an important role in realizing insights. Teachers need to be free from the old thinking that holds them in teaching methods such as the chalk and talk method, which is irrelevant for the present, Mahasan Mahmood (2003). In general, the approach and teaching method of Islamic education can be divided into two conventional and contemporary innovations. Among the conventional methods are lectures, lectures, questions, discussions, debates, stories, and recitation, halaqah, parables, visits and qudwah hasanah. While contemporary methods of innovation include computer-based learning, contextual learning, teaching and learning inquiries, concept maps, resource center-based learning, master-learning, simulation, problem-based learning and future studies. In the process of Teaching And Learning, teachers can choose a variety of suitable methods and approaches, as there is no method that is said to be best or most suitable for a particular subject. There are methods that are likely to be good for a particular subject and are implemented by a particular teacher, but such a method may not achieve the same level of effectiveness if used in other subjects. In fact, there is no suitable method for all teachers and all the circumstances and the atmosphere. In other words, each teacher can choose the method of teaching appropriate to the educational goals he wants to achieve, the subjects they want to learn and the level of maturity, maturity and intelligence of the students.

Purpose of the Study

The purpose of this study is to investigate students' perception and acceptance in the teaching of Sirah using game method.

Methodology

The purpose of the present study was to investigate students' perception and acceptance towards the use of game method in the teaching and learning of Sirah. This study was carried out through the survey method using a set of questionnaires consisting of two parts, namely student demography and perception level and

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acceptance of the students on the use of the sirah game method as the main instrument of the study to see the level of perception and acceptance of gifted students towards the learning method of learning Sirah. The respondents involved were 79 Form Three and Form four gifted students at Kolej PERMATApintar, Universiti Kebangsaan Malaysia who took the subject of Islamic Education. This study was conducted using a questionnaire. The questionnaire was given to the form three and form four students, namely the group who undergo the teaching and learning process using the game method. The format of the questionnaire is 4-item Likert scale. This adapted questionnaire has 11 items that assess student perception about the use of game methods for Islamic Education subjects in teaching and learning. Descriptive analysis was employed to analyze the data gathered through the questionnaire. This includes the calculation of the means of the average scores for each item. All the data obtained were analyzed using Statistical Package for Social Science Version 21.0 (SPSS 21.0).

Findings

I. Demographics

Descriptive analysis involving frequency and percentage was conducted to determine the demographic profile of the respondents based on gender. Table 1 below displays the demographic profile of the respondents.

Table 1

Demographic profile of the study

Demographic	Frequency	Percentage
<i>Gender</i>		
Female	34	43%
Male	45	57%
Total	79	100%

Table 1 shows a total of 34 (43%) students comprising female students. Next was followed by 45 males (57%). Overall, a total of 79 (100.0%) students were involved in this study.

II. Level of Student Perception on the Use of Game Methods

This questionnaire consists of 11 items that assess student perceptions on the use of game methods. Table 2 shows the frequency, percentage, mean, standard deviation and interpretation of each item in the questionnaires.

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Table 2

Student perceptions on the use of game methods

Item	sd	da	a	sa	Min	standard deviation	Interpretation
1. The use of game methods in accordance with the topics taught	-	1 (1.27%)	46 (58.23%)	32 (40.51%)	3.39	.52	High
2. I can remember the facts in the topics taught easily by using the game method.	-	11 (13.92%)	51 (64.56%)	17 (21.52%)	3.08	.59	High
3. I feel drowsy while following the learning method	46 (58.23%)	26 (32.91%)	2 (2.53%)	5 (6.33%)	1.57	.83	Low
4. The use of game methods helps in enhancing my understanding of the topics we learn	-	7 (8.86%)	53 (67.09%)	19 (24.05%)	3.15	.56	High
5. I can fully concentrate on the topics in Islamic Education by using the method of play	-	7 (30.38%)	48 (60.76%)	24 (30.38%)	3.22	.59	High
6. The use of the game method increases my motivation to learn.	1 (1.27%)	4 (5.06%)	29 (36.71%)	45 (56.96%)	3.49	.66	High
7. The use of the game method increases my interest in the subject of Islamic Education.	-	2 (2.53%)	34 (43.04%)	43 (54.43%)	3.52	.55	High
8. The use of the game method makes me confused about the topics taught.	22 (27.85%)	46 (58.23%)	8 (10.13%)	3 (3.80%)	1.90	.73	Low
9. The topics in Islamic Education are easy to understand by using the method of play	-	7 (8.86%)	55 (69.62%)	17 (21.52%)	3.13	.54	High
10. The use of the game method did not interest me to learn.	46 (58.23%)	30 (37.97%)	3 (3.80%)	-	1.46	.57	Low
11. The presentation style of the game is simple but solidifies my understanding	-	8 (65.82%)	52 (65.82%)	19 (24.05%)	3.14	.57	High

Based on table 3, for item 1 that is the use of game methods in accordance with the topics taught, 1 (1.27%) respondents disagree, while 46 (58.23%) respondents agree and 32 (40.51%) respondents strongly agree. This shows that almost all respondents agree that the use of this game method is in line with the topics taught. Whereas the mean value of item 1 is 3.39 and the standard deviation value is 0.52. In addition, the interpretation of item 1 is also high indicating that the majority of respondents agree with item 1.

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As for item 2, I was able to remember the concepts in the subjects taught easily by using this method of play, 11 (13.92%) respondents disagreed, while 51 (64.56 %) respondents agreed and 17 (21.52%) respondents Very agree. The mean value for item 2 is 3.08 and the standard deviation value is 0.59. Based on the data obtained, the majority of respondents agreed that the use of the Islamic Education game method can help respondents to remember the facts in the topic taught easily.

For item 3, I felt drowsy during the study using this method, the majority of the respondents disagreed with 46 (58.23%) respondents, 26 (32.91%) respondents disagreed with item 3 while 2 (2.53%) respondents agreed and 5 (6.33%) strongly agree. The mean value is 1.57 while the standard deviation value is 0.83. This suggests that the use of a sirah gear method during a learning session did not cause the respondent to feel drowsy.

A total of 53 (67.09%) respondents opted to agree on item 4. While the frequency of respondents who chose to agree was 19 (24.05%). A total of 7 (8.86%) respondents disagreed. The majority of respondents choose to agree on item 4. The mean of item 4 is 3.15 while the standard deviation is 0.56. This shows that the use of this game method helps to increase the understanding of respondents in the topic of Islamic Education.

The frequency of respondents who voted in favor of the 5 items that I can concentrate on the topics in Islamic education by using the methods of the game, a total of 48 (60.76%) and a total of 24 (30.38%) of respondents chose not agree. A total of 7 (30.38%) respondents chose to disagree. The mean value is 3.22 while the standard deviation is 0.59. This gives the impression that the respondent can give full attention to the topic of Islamic education by using this game.

For item 6, the use of this game method increases my motivation for learning, as many as 29 (36.71%) respondents agreed while the majority of respondents strongly agree with item 6 of 45 (56.96%) respondents. A total of 1 (1.27%) students disagreed and 4 (5.06%) students disagreed with the game of sirah play improving learning motivation. The mean value is 3.49 and the standard deviation value is 0.66. Based on the data obtained, the frequency and percentage of the respondents agree much higher than the frequency and percentage of respondents who choose to agree. Therefore, it shows that respondents agreed that the use of the game method can indeed increase their motivation for learning.

A total of 34 (43.04%) respondents agree with item 7, which is the use of this game method to increase my interest in the subject of Islamic Education while the majority of respondents choose to agree with 43 (54.43%). For the mean value of item 7 is 3.52 and the standard deviation value is 0.55. This means that the use of the game

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method of the sirah can increase the student's interest in the subject of Islamic Education.

The frequency of respondents who disagreed with item 8 was 22 (27.85%) while the respondents who opted to disagree were 46 (58.23%). Min for item 8 is 1.90 and standard deviation is 0.73. It can be concluded in this study, that the majority of respondents disagree using the game method makes them confused about the topic being taught.

For item 9, the topics in Islamic Education are easy to understand using the method of play, as many as 55 (69.62%) respondents choose to agree. While 17 (21.52%) respondents strongly agree with item 9. There were also respondents who disagreed with a total of 7 (8.86%) students. The mean value is 3.13 while the standard deviation value is 0.54. This shows that students using the game method easily understand the topics in Islamic Education.

For item 10, the use of the game method was not appealing to study, 46 (58.23%) respondents did not agree, while 30 (37.97%) respondents disagreed and only 3 (3.80%) respondents agreed The sirah does not interest in learning. The mean value of item 10 is 1.46 and the standard deviation value is 0.57. Based on the data obtained, there are three respondents who agree that the game method does not interest in learning. However, the majority disagree with using the game method does not interest the respondents to learn.

Finally, for item 11, the item is the presentation style of the game is simple but solidify understanding. A total of 19 (24.05%) respondents strongly agreed while the majority of respondents agreed with item 11 which is 52 (65.82%). A total of 8 (65.82%) students disagree with this last item. The mean value is 3.14 and the standard deviation is 0.57. From this finding it can be concluded that although the presentation style of the game is simple, it can strengthen the understanding of respondents.

Conclusion

Innovation in the teaching and learning of Sirah using the game method is a necessity in today's increasingly challenging education. The use of this method in the process of teaching and learning can improve the quality of Islamic Education teaching and learning so that students can practice in their daily lives and thus produce a generation of students who not only have greater belief in their faith but also creative and critical in their thinking. The role of teachers is very important in school as a student counselor in learning Islamic Education. Therefore, teachers need to spend time, money and energy to ensure the teaching and learning process can attract students to

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follow. Therefore, students will make the subject of Islamic Education the subject of interest and most important is that they do not make the subject of Islamic Education just as a mere subject but make this Islamic Education a way of life in their lives. In addition, this research paper is also expected to help improve student achievement and level of thinking to a higher level in mastering the subject of Islamic Education. This is very important and meaningful in the effort to innovate the teaching method and learning of Islamic Education so that students are not tired and bored during the teaching and learning of Islamic Education. The researcher hopes that this game method can help improve the education level of the nation and to help teachers of Islamic Education to better improve their pedagogy.

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